



**NORTHCENTRAL UNIVERSITY  
ASSIGNMENT COVER SHEET**

Student: **Michael Higley-Vance**

**THIS FORM MUST BE COMPLETELY FILLED IN**

**Follow these procedures:** If requested by your instructor, please include an assignment cover sheet. This will become the first page of your assignment. In addition, your assignment header should include your last name, first initial, course code, dash, and assignment number. This should be left justified, with the page number right justified. For example:

DoeJXXX0000-1

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**Save a copy of your assignments:** You may need to re-submit an assignment at your instructor's request. Make sure you save your files in accessible location.

**Academic integrity:** All work submitted in each course must be your own original work. This includes all assignments, exams, term papers, and other projects required by your instructor. Knowingly submitting another person's work as your own, without properly citing the source of the work, is considered plagiarism. This will result in an unsatisfactory grade for the work submitted or for the entire course. It may also result in academic dismissal from the University.

**EL7003-8**

**Dr. Linda Collins**

**Instructional Design and Engaging E-Learning Activities**

**Activity # 7: Games, Social Media, and Mobile Learning**

**Comments:** I've added to my *Blackboard* account. Please feel free to use the user name and password to take a look at my efforts to see how it's looking.

**Username:** [m20tiggstudent](#) **Password:** [Student](#)

[https://www.coursesites.com/webapps/login/?new\\_loc=/webapps/portal/frameset.jsp](https://www.coursesites.com/webapps/login/?new_loc=/webapps/portal/frameset.jsp)

**Faculty Use Only**

Hi, Michael, thank you for also including the Blackboard site, I can really see your efforts in action. You have been doing a lot of work and research on what types of tools will work well for your class and for

the students – these are all excellent assignments built on prior learning activities leading to new learning, and they provide students with a lot of opportunities to be creative, have fun, and learn all at the same time. Your interactive activities are clearly written with comprehensive steps and expectations. Using tools such as VoiceThreads for students to interact really engage the learner in many ways. The activities are easy to understand and follow as well as help the students to understand the entire concept of the activity. I have a student who is a math teacher just starting her online experience and these would be helpful tools for her especially the flash card creator. I would like to share these web 2.0 resources with her. Your reflections demonstrate the critical thought that you have put into these activities and the importance of each selection to connect and engage students. I can hardly wait to see your final project!

Dr. Collins

Dr. Linda D. Collins      7      3      January 24, 2014

Interactive Learning Activities

Michael Higley-Vance

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### Interactive Learning Activities

Interactive online learning environments provide learners the space and freedom to thrive successfully where they feel valued, connected, and engaged in (Brindley, Walti, & Blaschke, 2009). Activities that encourage interactivity help foster positive learning environments (Moallem, 2007). Learners will be required to use the literacy strategies taught in previous activity tasks to complete these interactivity content performance expectations. Each activity created will begin with a lesson introduction, the learning task or tasks utilizing one or more literacy strategies, and a reflective discussion task. Tasks will include images, avatars, story slideshows, and audio components, which will help reinforce student objectives and performance goals (Ebner, Holzinger, & Maurer, 2007; Tunks, 2012). Information and communication technology (ICT) resources such as discussion boards and social media applications: Voice Thread, Google, word maps, and other relevant educational related online applications will be encouraged web2.0 resources learners can use to enhance learner performance outcomes. The following interactivities have been designed to promote active learner engagement, while deepening the learners understanding of specific literacy strategies.

### VoiceThread & Visual Thesaurus

**Literacy in math Task:** This literacy strategy for reading, reinforcing comprehension, teaches learners to make connections, visualize, determine importance, define vocabulary, and synthesize text while they are reading.

**Objectives:** The learner will practice comprehension strategies such as: making connections, visualizing, determining importance, and synthesizing information to create a VoiceThread showing how they completed a given math problem. Learners will interact with one another's VoiceThreads by asking questions and posting comments.

**Sub Objectives:** Define mathematical terms, relate the term to everyday life, and become more articulate talking math.

**Method:** Asynchronous/Synchronous

**Time required:** Two (2) days

**Materials:**

- Blackboard learning management system (LMS)
- Voki presentation via Youtube and Screen-O-Matic
- Discussion boards
- VoiceThread
- Google doc

**Preparation:** Prior to the start of this literacy activity a page within Blackboard will be created entitled “#6 Math Literacy”. The page will be created to include the following: (1) a Youtube introduction video created by the instructor using Voki, (2) an overview of the activity task and concept map creation, (3) instructions on how to create and complete the VoiceThread task, and (4) an instructor led discussion to accompany the learning activity. The VoiceThread instructions will be provided within the activity page. Discussion threads will be created within the activity for learners to reflect on their completed goals throughout the interactivity task.

**Process:** Learners will enter Blackboard and select the activity entitled “#5 Math Literacy” located on the left side pane of the online course window. Once on the activity page learners will find a video Voki presentation via YouTube and written instructions describing the overall interactivity, the objectives, and the expected learner performance outcomes. Learners will be required to complete each section of the activity within two days. During this task, learners will each be given a mathematical term or scenario in which they will have to create a VoiceThread and word map that will define and explain to other learners their mathematical situation. The first task will require learners to create a word map that encompasses the vocabulary terms found in the mathematical situation. Next the learner will create a VoiceThread and later be required to interact with other learner's VoiceThreads. Finally, additional credit will be given to learners who choose to participate in the discussion threads of this activity. During this task learners are not required to participate in discussion threads however, learners will be required to interact with another learner's VoiceThread. Learners will post their VoiceThread links on the provided

Google doc allowing the instructor and learners access to view and interact with their math stories.

**Anticipated Activity Steps:****Day 1**

1. Enter the Blackboard learning system.
2. Select the “#5 Math Literacy” activity.
3. View the video presentation.
4. Read the written instructions.
5. Create a mathematical terms word map using the link provided.
6. Review instructions on how to create or log into VoiceThread.
7. Begin creating a VoiceThread.

**Day 2**

8. Finish completing the VoiceThread.
9. Post VoiceThread links on the Google doc provided in this activity.
10. Interact with another learner’s VoiceThread by asking at least one question via voice comment and posting at least one comment via voice or text.

**Facilitator’s Notes:** This portion of the activity is designed to take two days and includes 2 different tasks. This interactivity will work with online classes of any size. The tasks within this portion of the activity are worth 25 points towards the final overall grade.

**VoiceThread & Visual Thesaurus Reflection**

Learners are expected to sign into Blackboard daily and participate in the various tasks to maximize and support collaborative discourse and academic productive talk (Palloff & Pratt, 2005; Brindley, Walti, & Blaschke, 2009). VoiceThread is used as the primary Web 2.0 resource tool to complete the literacy task learning objectives. The secondary Web 2.0 resource used to accompany this activity was the use of a visual thesaurus to build word maps of the math terms and vocabulary. Currently online learning environments support and emphasize the importance of meeting needs of all learners by using Web 2.0 tools like VoiceThread (Brunvand & Byrd, 2011). VoiceThread a word maps are merely a few of the Web 2.0 tools created to help learners communicate and learn. Their flexibility as tools for learning allows learners to collaborate around a variety of content areas, depths of knowledge, and learning abilities (Ebner, Holzinger,

& Maurer, 2007; Brunvand & Byrd, 2011). Learners can interact with one another through VoiceThreads by posting text, recording voice comments, and even annotating within the individual VoiceThread itself. Utilizing VoiceThread and a visual thesaurus enhances learning and promotes learner satisfaction and learner efficacy (Brunvand & Byrd, 2011; Wang, Shannon, & Ross, 2013).

### **JigSaw**

**Literacy in science Task:** This literacy strategy for reading encourages content experts by teaching learners to concentrate on one part of a larger concept or idea. Each learner's piece is essential for overall understanding for all learners.

**Objectives:** The learner will read for depth of knowledge and understanding; researching additional information, if needed, to become a content expert given a piece of a larger science concept. Learners will create a personal Voki providing a set and introduction. Learners will create flashcards using Brainscape to teach other experts their particular jigsaw piece.

**Sub Objectives:** Define science terms, make connections between science and real world phenomenon, and become more knowledgeable in science content.

**Method:** Asynchronous/Synchronous

**Time required:** Three (3) days

**Materials:**

- Blackboard learning management system (LMS)
- Voki presentation via Youtube and Screen-O-Matic
- Discussion board
- Voki
- Brainscape

**Preparation:** Prior to the start of this literacy activity a page within Blackboard will be created entitled “#6 Science Literacy”. The page will be created to include the following: (1) a Youtube introduction video created by the instructor using Voki, (2) an overview of the activity and tasks, (3) instructions on how to create a Voki and example, (4) instructions on how to create and complete the Brainscape task, (5) a place to put it all together, and finally (6) a discussion thread to reflect on the learning objectives and required tasks.

**Process:** Learners will enter Blackboard and select the activity entitled “#6 Science Literacy” located on the left side pane of the online course window. Once on the activity page learners will find a video Voki presentation via YouTube and written instructions describing the overall interactivity, the objectives, and the expected learner performance outcomes. Learners will be

required to complete each section of the activity within three days. During this task, learners will each be given one part of a larger science concept or idea, each different from the other. The first task will require learners to create a Voki introducing their particular piece. Next learners will seek out information about their part to gain a deeper understanding. Once learners have learned all they can about their individual parts they will create flashcards using Brainscape. A discussion thread will be provided for learners to interact with each other sharing ideas and information.

### **Anticipated Activity Steps:**

#### **Day 1**

1. Enter the Blackboard learning system.
2. Select the “#6 Science Literacy” activity.
3. View the video presentation set.
4. Read the activity objectives.
5. Research the content piece you’ve been given. Learn as much as you can before moving on to the next task.

#### **Day 2**

6. Review how to create a Voki.
7. Create the introductory Voki using the information learned during your content research.
8. Review how to create flashcards using Brainscape.
9. Create a number of Brainscape flashcards helping other learners to gain content knowledge in the particular piece you were given.

#### **Day 3**

10. Post your Voki and flashcards.
11. Enter the activity discussion thread and interact with other learners by asking questions and providing constructive feedback. You are encouraged to interact in activity discussion throughout the activity.

**Facilitator’s Notes:** This portion of the activity is designed to take three days and includes 4 different performance tasks. Some science parts may repeat depending on the number of learners enrolled. This interactivity and tasks will work with online classes of any size. The tasks within this portion of the activity are worth 30 points towards the final overall grade.

### **JigSaw Reflection**

The Jigsaw strategy for learning, developed by Elliot Aronson, is used as the overarching performance task partnered with two Web 2.0 resource tools needed to complete the literacy learning objectives. The first resource used was Voki, a speaking avatar used in this task to provide other online learners with an introduction of each individual learner’s piece of the

jigsaw. Avatars appear in a number of virtual spaces from boardrooms and online gaming to education and training. According to Lippa (2011), instructors and school facilitators from elementary schools to higher educational institutions are using avatar technology to teach a diverse learning community. Using these customizable speaking animations, instructors are able to meet various learning abilities, disabilities, and reach beyond language barriers to help the learner understand complex concepts and ideas (Brunvand & Byrd, 2011; Lippa, 2011). Using animation technology helps learners who feel disconnected in an online learning environment relate to the activity and tasks in a more personable way (Lippa, 2011). The secondary Web 2.0 resource used to accompany this activity was the use of Brainscape, a flashcard creation application. Learners can create flashcards pertaining to their content specific areas and interact with one another by reviewing various learner created flashcards. Utilizing these Web 2.0 resources enhances the online learning experience (Wang, Shannon, & Ross, 2013).

### **Conclusion**

All three Web 2.0 resource tools promote, support, and emphasize the importance of meeting various learner need through interactivity learning (Brunvand & Byrd, 2011). Web 2.0 tools such as social media applications, mobile learning resources, and online gaming provide learners with a flexible means by which to accomplish a personal connection to the content and learning experience. In addition to enhancing the learning experience, when learners are encouraged to create and actively engage with the content and each other, learner satisfaction and learner efficacy improve (Brunvand & Byrd, 2011; Wang, Shannon, & Ross, 2013). The overall literacy objectives were met and demonstrated with a deeper understanding and retention because Web 2.0 resources were used to accomplish the stated learning objectives. Utilizing



Web 2.0 resources is merely a strategy used to engage, enhance, and promote interactivity and learning in the 21<sup>st</sup> century.

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